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## ABSTRACT

Policies and procedures to promote articulation of associate degree with bachelor degree study are recommended based on the experience of Hawaii Pacific College, Honolulu. Consideration is given to: flexibility versus rigidity, competency versus curriculum specifics, corroboration and substantiation, and contingency versus once-for-all-award. It is suggested that students should not lose the lower-division credits that they took through associate degree programs. An essential factor in awarding transfer credit is competency in the subject matter as opposed to the title of the course. Corroboration of competence can be through life-experience or industrial military training or by institutional testing. In some cases, a contingency award can be made pending the student's demonstration of competency. Also considered is Hawaii Pacific College's design of an entrepreneurial studies program that involves a baccalaureate major and a special series of noncredit workshops and short courses. (SW)

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ASSOCIATE/BACHELOR DEGREE ARTICULATION

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PRESENTATION BY VICE PRESIDENT L. JIM HOCHBERG, SR.  
HAWAII PACIFIC COLLEGE  
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JUST TO SET THE SCENE, LET ME BRIEFLY DESCRIBE HAWAII PACIFIC COLLEGE. THE COLLEGE WAS FOUNDED IN 1965, AND AT 22 YEARS OF AGE IS NOW THE LARGEST PRIVATE COLLEGE OR UNIVERSITY IN THE STATE OF HAWAII WITH MORE THAN 4,000 STUDENTS.

WE ALSO HAVE THE LARGEST UNDERGRADUATE SCHOOL OF BUSINESS ADMINISTRATION OF ANY INSTITUTION IN THE STATE OF HAWAII, INCLUDING THE UNIVERSITY OF HAWAII, WHICH BY ITS OWN ADMISSION, HAS 1,300 UNDERGRADUATE STUDENTS IN ITS SCHOOL OF BUSINESS ADMINISTRATION.

AT HAWAII PACIFIC COLLEGE WE HAVE APPROXIMATELY 3,000 UNDERGRADUATE STUDENTS IN THE SCHOOL OF BUSINESS ADMINISTRATION WITH THE REMAINING STUDENTS IN THE SCHOOL OF LIBERAL ARTS.

THE ONLY REASON THAT HPC IS A SOC SCHOOL OR EVEN INVOLVED IN EDUCATION ON MILITARY BASES IS THE RESULT OF A LACK OF RESPONSIVENESS ON THE PART OF THE STATE UNIVERSITY WHEN ASKED TO PROVIDE AN ASSOCIATE DEGREE IN MANAGEMENT AT SCHOFIELD BARRACKS IN HAWAII.

AFTER TWO YEARS OF NEGOTIATING WITH THE STATE UNIVERSITY AND ANOTHER PRIVATE COLLEGE IN HAWAII, ARMY EDUCATION TURNED TO HAWAII PACIFIC COLLEGE IN 1974 AND WE WERE HAPPY TO RESPOND WITHIN A REASONABLY SHORT PERIOD OF TIME. THE COLLEGE WAS ONE OF THE EARLIEST TO RECOGNIZE THE NEED FOR THE SOCAD SYSTEM, UNDERSTAND THE HOME COLLEGE RESPONSIBILITY, AND THE PURPOSE OF THE SOCAD STUDENT AGREEMENT.

LET ME TURN NOW TO THE ARTICULATION OF ASSOCIATE DEGREE PROGRAMS WITH BACCALAUREATE DEGREE PROGRAMS.

UNFORTUNATELY, WE HAVE A VERY DECENTRALIZED SYSTEM OF HIGHER EDUCATION WITH THE JUNIOR COLLEGES AND COMMUNITY COLLEGES, FOUR-YEAR COLLEGES AND HUGE MULTI-COLLEGE UNIVERSITIES WITH TRADITIONAL AND NON-TRADITIONAL CURRICULA AND PROGRAMS.

THIS UTTERLY DECENTRALIZED SYSTEM OF HIGHER EDUCATION IMPELS COOPERATING ADMINISTRATORS TO TRY TO IMPOSE SOME ORDER BEYOND THE GENERALLY ACCEPTED POLICIES AND PROCEDURES INVOLVING THE TRANSFER OF VARIOUS KINDS OF CREDIT OR CREDIT EQUIVALENCIES.

HERE I MUST RECOGNIZE THE EXISTENCE OF SEVERAL SUCH POLICIES FOR THE TRANSFER OF CLEP, DANTE, PEP EXAMS AND THE ACE EVALUATED MILITARY TRAINING EXPERIENCE.

THERE ARE SOME PROBLEMS, HOWEVER, IN ARTICULATING THE ASSOCIATE'S TO THE BACHELOR LEVEL, SINCE ASSOCIATE DEGREE PROGRAMS ARE FREQUENTLY VOCATIONAL WHILE BACHELOR DEGREE PROGRAMS ARE GENERALLY ACADEMIC AND PRE-PROFESSIONAL.

ASSOCIATE DEGREE PROGRAMS GENERALLY HAVE LOWER DIVISION COURSES ONLY: BACCALAUREATE DEGREE PROGRAMS USUALLY REQUIRE SOME 35 TO 50 SEMESTER CREDITS BE UPPER DIVISION.

SO, STUDENTS COMING FROM AN ASSOCIATE DEGREE PROGRAM MIGHT HAVE TAKEN A SUBSTANTIAL NUMBER OF COURSES PERTINENT TO THEIR BACHELOR OF SCIENCE MAJOR, BUT AT THE LOWER DIVISION LEVEL.

ASSOCIATE DEGREE PROGRAMS OFTEN HAVE SLENDER GENERAL EDUCATION REQUIREMENTS OR THE COURSES MAKING UP GENERAL EDUCATION REQUIREMENTS MAY BE VERY BASIC, SUCH AS WRITING SKILLS INSTEAD OF ENGLISH COMPOSITION OR ELEMENTARY ALGEBRA INSTEAD OF COLLEGE ALGEBRA.

SOMETIMES, GENERAL EDUCATION REQUIREMENT COURSES ARE CLOSELY RELATED TO THE VOCATIONAL NATURE OF THE ASSOCIATE OF SCIENCE DEGREE; SUCH AS ENGINEERING FUNDAMENTALS IN PLACE OF A MORE CONVENTIONAL PHYSICAL SCIENCE COURSE.

SOME ASSOCIATE DEGREE PROGRAMS, PARTICULARLY THOSE VOCATIONAL IN NATURE, PERMIT CREDIT BY EXAMINATION ADMINISTERED BY THE COLLEGE ITSELF; WHILE BACCALAUREATE DEGREE PROGRAMS PERMIT THIS LESS FREQUENTLY.

OTHER VOCATIONAL ASSOCIATE OF SCIENCE PROGRAMS PERMIT SOME LIFE-EXPERIENCE CREDIT WHILE THE BA AND BS MAY NOT PERMIT IT. THEREFORE, IN THE FEW MINUTES LEFT, THE QUESTION THAT WE SHOULD LOOK AT IS:

HOW CAN A STUDENT WHO HAS COMPLETED AN ASSOCIATE DEGREE IN A GIVEN AREA TRANSFER ALL OR MOST OF THOSE CREDITS DIRECTLY INTO A BACCALAUREATE DEGREE PROGRAM? AND, THUS CONTINUE UNINTERRUPTED, AT NO LOSS, SO AS TO COMPLETE HIS OR HER EDUCATION OBJECTIVE?

I'D LIKE TO MAKE SOME SUGGESTIONS REGARDING GUIDELINES FOR POLICIES AND PROCEDURES WHICH MAY BE USED TOWARD A GENERAL ARTICULATION OF ONE KIND OF DEGREE PROGRAM WITH THE OTHER. I'D LIKE TO SUGGEST THE FOLLOWING:

#### FLEXIBILITY VS. RIGIDITY --

THE DESIGN AND ESPECIALLY THE IMPLEMENTATION OF POLICIES AND PROCEDURES CONNECTED WITH ASSOCIATE/BACHELOR DEGREE ARTICULATION MUST BE DONE IN A SPIRIT OF FLEXIBILITY.

BUREAUCRATIC RIGIDITY ONLY PENALIZES STUDENTS WHO HAVE WORKED HARD TO ACHIEVE THEIR FIRST OBJECTIVE, THE ASSOCIATE DEGREE PROGRAMS IN WHICH THEY WERE ABLE TO ENROLL, ONLY TO DISCOVER THAT MUCH OR SOME OF WHAT THEY ACCOMPLISHED "DOESN'T COUNT".

## COMPETENCY VS. CURRICULUM SPECIFICS --

FOR ARTICULATION TO WORK BEST, ADMINISTRATORS IN THE DESIGN OF PERTINENT POLICIES AND PROCEDURES AND ADVISORS IN THE PRACTICE OF ACADEMIC TRANSFER CREDIT AWARDS SHOULD ESTABLISH COMPETENCY AS THE CARDINAL PRINCIPLE.

IT MAY NOT BE OF CARDINAL IMPORTANCE WHETHER A STUDENT HAS TAKEN "PHYSICAL SCIENCE" OR "HUMAN PHYSIOLOGY", SO LONG AS HE OR SHE HAS TAKEN TWO NATURAL SCIENCES THAT IMPART THE KEY CONCEPTS OF SCIENCE AND SCIENTIFIC METHOD WITH SIGNIFICANT REFERENCE TO LIFE AND PHYSICAL SCIENCES.

THUS, ENGINEERING FUNDAMENTALS MIGHT QUALIFY AS A SUBSTITUTE FOR PHYSICAL SCIENCE THOUGH NOT FOR PHYSICS IF PHYSICS WERE A MAJOR-SPECIFIC REQUIRED COURSE IN A BACCALAUREATE PROGRAM.

SOIL SCIENCE MIGHT COUNT FOR PHYSICAL SCIENCE; OCEANOGRAPHY FOR EITHER PHYSICAL OR BIOLOGICAL SCIENCE; A MORE TECHNICAL PHOTOGRAPHY COURSE FOR AN ARTISTIC ONE; WRITING FOR MANAGEMENT IN PLACE OF FRESHMEN COMPOSITION; SEVERAL ELECTRONICS COURSES FOR PHYSICS, DEPENDING ON THE PURPOSE OF THE PHYSICS REQUIREMENT.

## CORRABORATION AND SUBSTANTIATION --

WHEN WE GET TO THE POINT OF DECIDING ON TRANSFER OF CREDIT IN THE ACADEMIC ADVISING PROCESS, DECISIONS REGARDING CREDIT TRANSFER OR EQUIVALENCY PROBABLY SHOULD NOT BE MADE ONCE-AND-FOR-ALL UNLESS THE SITUATION IS VERY CLEAR CUT, AS IN THE CASE OF SOC NETWORKS.

IN MANY SITUATIONS, CORRABORATION BY LIFE-EXPERIENCE OR INDUSTRIAL MILITARY TRAINING MIGHT TIP THE SCALE IN FAVOR OF COUNTING AN ASSOCIATE OF SCIENCE DEGREE COURSE FOR A REQUIRED BACHELOR OF SCIENCE DEGREE COURSE.

AS AN EXAMPLE: IN A BACHELOR OF SCIENCE COMPUTER SCIENCE DEGREE, PHYSICS MIGHT BE REQUIRED FOR THE PURPOSE OF TEACHING COMPUTER SCIENCE STUDENTS SOME OF THE BASICS OF DIGITAL ELECTRONICS.

A STUDENT WHO HAS HAD AN ELECTRONICS COURSE OR TWO AT THE ASSOCIATE OF SCIENCE LEVEL AND HAS WORKED IN THE AREA OF DIGITAL ELECTRONICS IN THE AIR FORCE PROBABLY KNOWS WHAT THE PHYSICS COURSE IS INTENDED TO TEACH.

IN THIS CASE, EXPERIENCE CORRABORATES THE ASSOCIATE OF SCIENCE LEVEL COURSES. THE COMPETENCY SOUGHT HAS BEEN ESTABLISHED.

ANOTHER KIND OF CORRABORATION COULD BE THROUGH INSTITUTIONAL TESTING, TO CONFIRM THE LEVEL OF COMPETENCY ATTAINED IN COURSES TAKEN AT THE ASSOCIATE'S LEVEL THAT WOULD "SEEM" QUESTIONABLE.

## CONTINGENCY VS. ONCE-FOR-ALL-AWARD --

DECISIONS REGARDING CREDIT TRANSFER OR EQUIVALENCY DO NOT HAVE TO BE MADE IN ALL CASES ONCE-AND-FOR-ALL. IN SOME CASES, A CONTINGENCY AWARD CAN BE MADE PENDING THE STUDENT'S DEMONSTRATING UNEQUIVOCAL COMPETENCY.

THE MOST COMMON, MANAGEABLE AND SENSIBLE OF CONTINGENCY AWARD SYSTEMS IS THAT BASED ON THE PRINCIPLE OF SUBSUMING. THAT IS, IF A STUDENT HAS TAKEN A COURSE THAT "SEEMS" EQUIVALENT TO THE SENIOR COLLEGE'S "PRINCIPLES OF ACCOUNTING I" BUT THE ISSUE IS STILL UNCERTAIN, GRANT THE STUDENT CONTINGENCY CREDIT FOR THE COURSE.

IF THE STUDENT PASSES "ACCOUNTING II" WITH A GRADE OF "C" OR BETTER THE FIRST TIME, THEN THE ORIGINAL COURSE CAN TRANSFER. IF THE STUDENT DOESN'T, THE STUDENT MUST GO BACK AND TAKE "ACCOUNTING I" OVER AGAIN.

IF THE SENIOR COLLEGE IS UNCERTAIN ABOUT A STUDENT'S ECONOMICS COURSE TAKEN AT AN ASSOCIATE'S OF SCIENCE LEVEL WITH AN AMBIGUOUS TITLE, BUT THE STUDENT INSISTS IT IS MICRO ECONOMICS, THE SENIOR COLLEGE MIGHT PERMIT CONTINGENCY CREDIT ON THE BASIS OF SUCCESSFULLY COMPLETING "INTERMEDIATE MICRO ECONOMICS" THE FIRST TIME OUT WITH A GRADE OF "C" OR BETTER.

## APPLICATIONS --

LET ME WRAP THIS UP WITH A FEW QUICK APPLICATIONS WITH THESE GUIDELINES APPLIED TO THE SPECIFIC PROBLEMS MENTIONED EARLIER. ASSOCIATE'S DEGREES ARE BASICALLY VOCATIONAL IN NATURE OR FLAVOR.

A STUDENT ENROLLED SUBSEQUENTLY IN A BACCALAUREATE OR PRE-PROFESSIONAL DEGREE PROGRAM MIGHT ON THE BASIS OF FLEXIBILITY, COMPETENCY, CORROBORATION AND/OR CONTINGENCY BE CONSIDERED FOR CREDIT TRANSFER OR EQUIVALENCY OF COURSES THAT ON THE BASIS OF THESE FOUR PRINCIPLES DO NOT SEEM SO UTTERLY VOCATIONAL AFTERALL.

IF CERTAIN VOCATIONAL "SEEMING" COURSES TURN OUT TO HAVE TAUGHT THE SAME GENERAL COMPETENCY AS MORE ACADEMIC VERSIONS OF THOSE COURSES; OR IF COMPETENCY OR CONTENT MASTERY IS CORROBORATED BY EXAMINATION, EXPERIENCE, OR COMPLETION OF HIGHER LEVEL RELATED COURSES, THE STUDENT SHOULD BE GRANTED TRANSFER CREDIT.

THOUGH ASSOCIATE DEGREE PROGRAMS ARE MADE UP ENTIRELY OF LOWER DIVISION COURSES, WHILE UP TO 50 UPPER DIVISION CREDITS ARE REQUIRED FOR COMPLETION OF A BACCALAUREATE DEGREE PROGRAM, STUDENTS NEEDN'T LOSE THOSE LOWER DIVISION CREDITS WHICH ARE SUPPOSED TO BE TAKEN AT THE UPPER DIVISION LEVEL IN THE SENIOR COLLEGE'S BACCALAUREATE DEGREE PROGRAM.

FOR EXAMPLE: A STUDENT ENROLLED IN AN ASSOCIATE OF SCIENCE PROGRAM IN DATA PROCESSING COMPLETES SIX (6) COMPUTER SCIENCE COURSES AT THE LOWER DIVISION LEVEL AND THEN ENROLLS IN A BS COMPUTER SCIENCE DEGREE PROGRAM DEMANDING 13 COMPUTER SCIENCE COURSES; 11 AT THE UPPER DIVISION LEVEL.

THROUGH ATTENTIVENESS TO THE PRINCIPLES OF "COMPETENCY"; THROUGH DETERMINATION OF CORRABORATION; THROUGH CONTINGENCY AWARD OF CREDITS AS APPROPRIATE, A STUDENT MAY BE GRANTED TRANSFER OF SOME OR ALL OF THOSE LOWER DIVISION CREDITS -- "COBOL I" MAY BE "COBOL I" WITH A DESIGNATION; "COMPUTER 201" OR "COMPUTER 301"; "ASSEMBLER" MAY BE THE SAME COURSE, TEACHING THE SAME COMPETENCY WHETHER DESIGNATED "COMPUTER 220" OR "COMPUTER 420".

FINALLY, COMPETENCIES ASIDE, LOWER DIVISION COURSES ARE SOMETIMES LESS CHALLENGING THAN UPPER OR REQUIRE LESS CREATIVE, INTEGRATIVE THINKING, OR ARE LESS LIKELY TO BE TAUGHT BY LUMINARIES IN THE FIELD.

THEREFORE, A COLLEGE THAT REQUIRES SAY 50 UPPER DIVISION CREDITS FOR COMPLETION OF A BS DEGREE WOULD NOT WANT TO WAIVE THAT REQUIREMENT EVEN IF LOWER DIVISION ASSOCIATE OF SCIENCE CREDITS WERE COUNTED FOR BS CREDITS VIA THE 3 PRINCIPLES DISCUSSED PREVIOUSLY.

BUT, THERE IS A WAY TO MAKE UP "LOST" UPPER DIVISION CREDITS BY REQUIRING THE TRANSFER STUDENT TO TAKE A MAXIMUM OF UPPER DIVISION CREDITS IN AREAS THAT MAY BE OTHERWISE STIPULATED AS LOWER BY THE BS DEGREE GRANTING COLLEGE.

FOR EXAMPLE: A 300 LEVEL LITERATURE COURSE INSTEAD OF A 200 LEVEL "INTRODUCTION TO LITERATURE"; STATISTICS 350, "BUSINESS STATISTICS" INSTEAD OF MATH 275, "STATISTICS FOR BEHAVIORAL AND MANAGEMENT SCIENCE"; 3 TO 15 UPPER DIVISION "UNRESTRICTED ELECTIVES" RATHER THAN LOWER DIVISION, PRESUMING THE STUDENT HAS THESE ELECTIVES REMAINING IN HIS OR HER PROGRAM.

REGARDING THE SLENDER NATURE OF ASSOCIATE OF SCIENCE GENERAL EDUCATION LEVEL OR THE UPPER RUDIMENTARY LEVEL OF SOME ASSOCIATE OF SCIENCE GENERAL EDUCATION REQUIRED COURSES OR THE VOCATIONAL SPECIFICS OF SOME OF THESE COURSES, AGAIN, THROUGH ATTENTIVENESS TO THE PRINCIPLES OF FLEXIBILITY, COMPETENCY, CORRABORATION AND CONTINGENCY, A MAXIMUM NUMBER OF GENERAL EDUCATION REQUIRED CREDITS SHOULD BE TRANSFERABLE ULTIMATELY.

ACADEMIC ADVISORS SHOULD SEEK THE INPUT OF PROFESSORS REGARDING COMPETENCY AND CONTINGENCY.

MANY COLLEGES PROVIDE INSTITUTIONAL CREDIT BY EXAMINATION IN CONNECTION WITH ASSOCIATE'S DEGREE PROGRAMS AND PARTICULARLY THE MORE VOCATIONAL.

ON THE BASIS OF FLEXIBILITY, COMPETENCY, CORRABORATION AND CONTINGENCY, COURSES MIGHT BE CONSIDERED FOR TRANSFER BY THE MORE SENIOR INSTITUTION.

EVEN IF THE UNIVERSITY'S POLICY IS STRONGLY AGAINST THIS SORT OF THING, IT COULD REFER STUDENTS IN A PRO-ACTIVE FASHION TO MATCHING CLEP, DANTE, PEP AND OTHER NATIONALLY RECOGNIZED AND STANDARDIZED EXAMINATIONS THAT WOULD PROVIDE VERIFICATION OF THE ORIGINAL COLLEGE'S INSTITUTIONAL EXAM.

SOME EXAMPLES OF THE COLLEGE'S RESPONSIVENESS IN OTHER AREAS ARE: THE CREDIT MANAGEMENT PROGRAM WHICH WAS ESTABLISHED WITH CREDIBILITY, RIGOR, AND QUALITY ASSURANCE IN A REASONABLE AMOUNT OF TIME ALLOWING FOR ALL APPROPRIATE COORDINATION AND DEVELOPMENT IN DIRECT RESPONSE TO A FELT AND ARTICULATED NEED OF THE CREDIT MANAGEMENT INDUSTRY IN HAWAII.

IN DECEMBER 1985, THE CHAIRMAN OF THE EDUCATION COMMITTEE OF THE NATIONAL INSTITUTE OF CREDIT, HAWAII CHAPTER, APPROACHED THE HAWAII PACIFIC COLLEGE ADMINISTRATION WITH AN INTERESTING PROBLEM.

THE NATIONAL INSTITUTE OF CREDIT-HAWAII WANTED TO SPONSOR AND COORDINATE JOINTLY WITH A COLLEGE OR UNIVERSITY NIC'S THREE CERTIFICATE PROGRAMS: THE CERTIFIED CREDIT ADMINISTRATORS AWARD, THE ASSOCIATE AWARD, AND THE CCA FELLOWSHIP AWARD.

IN ORDER TO RECEIVE THE AWARD OR BE PERMITTED TO SIT FOR EXAMINATIONS LEADING TO THE AWARD, CERTAIN ACADEMIC REQUIREMENTS MUST BE MET IN EACH CASE.

THE EDUCATION COMMITTEE CHAIRMAN ALSO WANTED TO EXPLORE THE POSSIBILITY OF DEVELOPING A BACCALAUREATE PROGRAM IN THIS FIELD. COLLEGE ADMINISTRATORS AND DEANS AT HAWAII PACIFIC COLLEGE ATTENDED SEVERAL NIC-HAWAII MEETINGS (SINCE THEY MEET WEEKLY), AND WORKED ON CURRICULUM DESIGN WITH THE EDUCATION COMMITTEE CHAIRMAN OF NIC-HAWAII, AND HPC'S FINANCE AND ACCOUNTING FACULTY, ALONG WITH HPC'S PRESIDENT'S COUNCIL.

SINCE THE CURRICULUM HAD ALREADY BEEN ESTABLISHED BY THE NATIONAL ORGANIZATION OF NIC, THE OBJECTIVE FOR HPC'S CURRICULUM DESIGN, WAS TO UPGRADE: MAKING IT MORE CHALLENGING AND RIGOROUS, AND ARTICULATE IT WITH HPC'S BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE PROGRAM AS A MAJOR WITHIN THAT PROGRAM.

CURRICULUM WORK WAS ACCOMPLISHED BETWEEN DECEMBER 1985 AND MARCH 1986 AND WAS PRESENTED TO THE VARIOUS BODIES OF THE COLLEGE AND A CONSENSUS WAS ESTABLISHED FOR ITS IMPLEMENTATION. NIC-HAWAII THEN GAVE ITS APPROVAL.

THE FIRST COURSE WAS OFFERED IN THE SUMMER 1986. IN THE SHORT PERIOD OF TIME SINCE LAST SUMMER, SIX CREDIT MANAGEMENT COURSES HAVE BEEN OFFERED, 10 STUDENTS HAVE COMPLETED THE CCA (CERTIFIED CREDIT ADMINISTRATORS) AWARD. TOTAL ENROLLMENT IN THE PROGRAM IS APPROXIMATELY 40.

THE ENTREPRENEURIAL STUDIES PROGRAM, ANOTHER MAJOR NEW PROGRAM, WAS CONCEPTUALIZED, DESIGNED AND IMPLEMENTED AGAIN TOUCHING ALL THE BASES AND HAS AGAIN PROVEN TO BE VERY SUCCESSFUL.

THE COLLEGE'S TEAM APPROACH TO PROGRAM DEVELOPMENT AND MANAGEMENT HAS ENABLED HPC TO DEVELOP A RIGOROUS COURSE OF STUDY, AGAIN IN RESPONSE TO FELT NEEDS IN A REASONABLE AMOUNT OF TIME-- NOT THE 2 TO 5 YEARS IT WOULD TAKE IN THE CASE OF OUR LARGE PUBLIC UNIVERSITY.

IN 1983 WHEN THE UNIVERSITY OF OKLAHOMA WAS PUBLICIZING (VIA ITS LARGE SCALE FEDERAL GRANT) THE IMPORTANCE OF VOCATIONAL AND CAREER EDUCATION AT THE COLLEGE LEVEL AND THE STATE OF HAWAII WAS GEARING UP TO HOLD A SPRING CONFERENCE ON VOCATIONAL AND ENTREPRENEURIAL EDUCATION, HPC (IN RESPONSE TO THIS AND TO COMMENTS MADE BY A VARIETY OF SMALL BUSINESSMEN) COMMENCED A STUDY OF THE VIABILITY OF OFFERING EDUCATION FOR WOULD-BE AND ACTUAL ENTREPRENEURS.

A TASK FORCE MADE UP OF MARKETING, MANAGEMENT AND COMPUTER SCIENCE INSTRUCTORS UNDER THE LEADERSHIP OF A COLLEGE VICE PRESIDENT DISCUSSED HAWAII PACIFIC COLLEGE'S RESPONSE TO THIS FELT NEED, WHICH RESULTED IN A RECOMMENDATION THAT THE COLLEGE DESIGN AN ENTREPRENEURIAL STUDIES PROGRAM WITH AT LEAST TWO PRONGS:

A BACCALAUREATE MAJOR MADE UP OF CROSS-DISCIPLINARY OFFERINGS, AND

A SPECIAL PROGRAM SERIES OF NON-CREDIT WORKSHOPS AND SHORT COURSES.

THE TASK FORCE SET ABOUT DESIGNING THE BACCALAUREATE CURRICULUM AND THE SPECIAL PROGRAMS DIRECTORATE DESIGNED THE WORKSHOPS AND SHORT COURSES.

IN THE FALL 1984, THE ENTREPRENEURIAL STUDIES MAJOR, HAVING BEEN PRESENTED TO AND ENDORSED BY THE ACADEMIC SENATE, THE COLLEGE CURRICULUM COMMITTEE AND THE MARKETING AND MANAGEMENT FACULTY, WAS APPROVED BY THE PRESIDENT AND IMPLEMENTED.

TO DATE, SOME 50 STUDENTS HAVE COMPLETED DEGREES IN THE FIELD AND SOME 150 OTHERS HAVE TAKEN CREDIT COURSES IN FRANCHISING AND ENTREPRENEURSHIP, PHILOSOPHY OF PRIVATE ENTERPRISE, WHILE SPECIAL PROGRAMS' SHORT COURSES AND WORKSHOPS IN SUCH TOPICS AS ENTREPRENEURIAL RISK-TAKING, FINANCING A SMALL BUSINESS AND THE LIKE WERE INITIATED THAT FALL.

A NEW SPECIAL PROGRAM WAS CONCEPTUALIZED, DESIGNED, DEVELOPED AND IMPLEMENTED. TOUCHING ALL THE ADMINISTRATIVE AND FACULTY BASES IN DIRECT RESPONSE TO THE ADVICE OF CONCERNED FACULTY AND STUDENTS AND IN DIRECT RESPONSE TO FELT NEEDS.

THE LARGE PUBLIC UNIVERSITY MOST LIKELY WOULD HAVE TAKEN YEARS TO GET A MAJOR SPECIAL PROGRAM OFF THE GROUND AND TO COORDINATE WITH SECONDARY SCHOOL COLLEAGUES.

THE IMPETUS FOR AN HONORS CURRICULUM, SPECIAL HONORS SECTIONS AND SPECIAL COURSE OFFERINGS FOR OUR BEST PREPARED AND MOST MOTIVATED STUDENTS CAME FROM TWO SOURCES IN THE FALL OF 1985:

TWO INSTRUCTORS WHO THOUGHT THE TIME HAD COME FOR SUCH A THING, AND REMARKS BY DOZENS OF STUDENTS RECORDED IN THE "OTHER COMMENTS" SECTION OF COURSE EVALUATIONS INDICATING THAT THE COLLEGE REALLY NEEDED TO HAVE A PROGRAM THAT CHALLENGED THE BEST AND HARDEST WORKING STUDENTS.

A TASK FORCE WAS CREATED, CO-CHAIRLED BY THE DEAN AND A FACULTY MEMBER WHO HAD URGED THE CREATION OF THE HONORS CURRICULUM. THE TASK FORCE RECOMMENDED AND THE PRESIDENT AT ONCE APPROVED THE OFFERING OF HONORS SECTIONS IN SEVERAL FRESHMEN COURSES IN THE SPRING OF 1986.

THE TASK FORCE BECAME A COMMITTEE OF HONORS INSTRUCTORS AND PROSPECTIVE INSTRUCTORS. THE ACADEMIC SENATE AND CURRICULUM COMMITTEE RECEIVED REPORTS AND RECOMMENDATIONS FROM THIS TASK FORCE.

AFTER THE INITIAL SPRING 1986 EXPERIENCE HAD BEEN EVALUATED, A FULL-SCALE HONORS CERTIFICATE PROGRAM WAS INITIATED IN THE FALL OF 1986 FOLLOWING ENDORSEMENT BY THE ACADEMIC SENATE AND APPROVAL BY THE ACADEMIC VICE PRESIDENT AND THE PRESIDENT.

TODAY, THE PROGRAM IS VERY SUCCESSFUL AND SPANS THE ENTIRE FOUR-YEAR UNDERGRADUATE CURRICULUM. A BROCHURE DESCRIBES IT IN DETAIL AND COLLEGE PLACEMENT OFFICERS AT HAWAII PUBLIC AND PRIVATE SCHOOLS HAVE BEEN BRIEFED ABOUT IT SO THAT THEY MAY RECOMMEND THEIR BEST STUDENTS TO HAWAII PACIFIC COLLEGE TO PARTICIPATE IN THE PROGRAM.

THE COLLEGE HAS ESTABLISHED TEN HONORS SCHOLARSHIPS GIVEN TO HAWAII STUDENTS IN THE UPPER 10% OF THEIR HIGH SCHOOL CLASS WORTH \$2,500 EACH AND RENEWABLE FOR THE FULL FOUR YEARS.

IN CONCLUSION, LET ME ASSURE YOU THAT IT HAS LONG BEEN HAWAII PACIFIC COLLEGE'S POLICY TO TREAT ANY AND ALL ACCREDITED POST-SECONDARY INSTITUTIONS (WHETHER 2-YEAR OR 4-YEAR), WITH THIS TYPE OF CAREFUL COORDINATION AND CENTRALIZED TRANSFER CREDIT EVALUATION.

HAWAII PACIFIC COLLEGE HAS SOME 400 OR MORE SOC CONTRACTS. MOST OF THE STUDENTS WHO ARE UNABLE TO COMPLETE THEIR DEGREES WHILE AT HPC WHO ACHIEVE RESIDENCY AND A SOC CONTRACT GO ON TO ACCOMPLISH THEIR DEGREES THROUGH TRANSFER CREDITS.

THANK YOU.